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ABSTRACT

Since Allan Nevins inaugurated the first systematic program of oral history in the United States at Columbia University in 1948, a large number of such projects have been conducted by universities, associations and corporations. Part I of this paper presents the question of whether oral history is credible historical evidence. The rules of evaluating historical evidence are presented, as well as the methodology of collecting, editing, and preserving oral history testimonies and recollections. The oral history methodology is described, and it is concluded that oral history must be judged by the same standards of criticism which historians would apply to any document. Part II discusses the current oral history project at Brigham Young University and the relevant need for an expanded project. A proposal is outlined for such an expanded project, based on utilizing graduate students in history as interviewers and processors, thereby drastically cutting the cost of this otherwise expensive procedure. The appendixes of this document include a select bibliography on oral history and the processing and agreement forms needed for oral history interviews. (Author/SL)

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ORAL HISTORY

A PROPOSAL FOR AN EXPANDED PROJECT AT BRIGHAM YOUNG UNIVERSITY

IR

A Research Project

Submitted to The

Graduate Department of Library and Information Sciences

Brigham Young University

Provo, Utah

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by

Susan L. Fales

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ABSTRACT

In 1948 Allan Nevins inaugurated at Columbia University the first systematic program of oral history in the United States. Since that time a proliferation of projects has occurred until in 1971 over 230 such projects were being conducted in universities, associations and corporations.

Part I of this paper presents the question of whether oral history is credible historical evidence. In order to answer this question the rules of evaluating historical evidence are presented as well as the methodology of collecting, editing and preserving oral history testimonies and recollections. The oral history methodology is presented as it should occur under optimal conditions. It was concluded from this literature review that oral history must be judged by the same standards of criticism which would be applied by the historical profession to any document. Because oral history is the deliberate collection of material for future researchers, certain safeguards should be applied to the collection, editing, and preserving methodology which will result in manuscripts which display a high degree of credibility.

Part II of this paper presents a discussion of the current oral history project at Brigham Young University and the relevant need for an expanded project. Based on the relevant need established, it was concluded that an expanded project is needed and feasible. This section in conclusion presents a proposal for such an expanded project, based on utilizing graduate students in history as interviewers and processers, thereby drastically cutting the cost of this otherwise costly procedure.

"Time hath a monstrous wallet
at his back in which he putteth
alms for oblivion."

William Shakespeare

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INTRODUCTION

Do you remember reading about a girl named Alice when she passed through the looking glass and encountered the White King and the White Queen? As you will recall the King and Queen were no larger than the figures on a chessboard. The King was thoroughly frightened when Alice picked him up and brushed ashes from his robe. Alice later heard him tell his Queen, in a terrified whisper.

"The horror of that moment I shall never, never forget."

The Queen in wifely fashion commented, "You will though, if you don't make a memorandum of it."

This incident illustrates an all too familiar problem for the historian. Some historians, hoping for the best, would assume that the memorandum would be entered in the King's little memorandum book which he carried in his robes, and that the book would survive. Other historians, perhaps a little more realistic, would assume that the incident would not be recorded and moreover that the book would not survive. The oral historian, on the other hand, would ask the King for an interview. Arriving with his tape recorder, he would ask the King what happened and how he felt about it.[1]

Oral history has been a little understood field for many years. James V. Mink, oral history program director at UCLA, describes with

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[1]Charles T. Morrissey, "The Case for Oral History," Vermont History, XXXI (July, 1963), 145-46.

some humor the oral history image problem. During the proceedings of the First Oral History Colloquium held in 1966, he reminisced about a man who was very enthusiastic about UCLA's Oral History Program. As this man described it, the history of dentistry was sadly neglected on the West Coast, and he was happy that someone was recording it.

Mink claims that the internal organization image has been equally unprepossessing. He recalls a couple of students passing his modest office in the basement of the library one day. One of the girls, obviously well informed, understood what the sign on the door entitled Oral History Program meant and she was rapidly informing her uninitiated friend. She proceeded to tell her that of course this was the place where the qualifying exams for the doctor's degrees were administered. Mink describes also some of the problems the postal service encountered as they were faced with an unbelievable array of addresses ranging from "The Office of All History," to "Oriole History."[2]

Perhaps there are still many individuals in both the library and the historical world who, like the two students at UCLA, think that oral history refers to graduate exams. Definitions of both history and oral history are necessary before exploring further into the topic.

History:

History is an interpretative narrative, based on the critical analysis of past events.[3] An understanding of what constitutes primary

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[2]James V. Mink, "The Decision for Oral History," Proceedings of the First National Colloquium (Lake Arrowhead, California: Oral History Association, 1966), pp. 1-2.

[3]Allan Nevins, The Gateway to History (Chicago: Quadrangle Books, 1962), p. 39.

and secondary source material is critical to an understanding of this study. In historiography, a primary source represents the words of a witness to an event or the recorders of that event. The historian uses a number of these primary sources in order to produce a secondary source.[4]

Oral History:

Oral history typically comprises:

> An organized series of interviews with selected individuals . . . in order to create new source materials from the reminiscences of their own life and acts or from their association with a particular person, period or event. These recollections are recorded on tape.[5]

Louis Starr, the director of Columbia University's Oral History Research Office, would be in agreement with this definition, but he claims that the name itself is a misnomer. The product of oral history is not history. It can only be hoped that it is the raw materials from which history may be written.[6] Oral history, which has become a generic term, is a "self-generated primary source material."[7]

Purpose of the Paper

The purpose of this paper is to present a viable program for

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[4]Jaques Barzun and Henry F. Graff, The Modern Researcher (New York: Harcourt, Brace and World, 1970), p. 112.

[5]Elizabeth Rumics, "Oral History: Defining the Term," Wilson Library Bulletin, XL (March, 1966), 602.

[6]Elizabeth L. Dixon, "Definitions of Oral History," Proceedings of the First National Colloquium on Oral History (Lake Arrowhead, California: Oral History Association, 1966), p. 602.

[7]Louis M. Starr, "Oral History: Problems and Prospects," in Advances in Librarianship, ed. by Melvin J. Voight, II (New York: Seminar Press, 1971), 276.

oral history at Brigham Young University. This purpose will be accomplished by analyzing the means by which historians evaluate historical evidence, focusing on the component parts in the creation of oral history, and by evaluating the present state of the art of the Brigham Young University Oral History Program and delving into the problems surrounding a possible expansion of the existing program.

Oral history as source material is found in both written and spoken form. For the librarian it represents a unique situation in terms of processing, preserving, and using. As oral history is a relatively new technique, the Brigham Young University Library has had little experience in dealing with it, or little understanding of its importance and usefulness to researchers. It is hoped that this study will point out the role of the library in this kind of a project.

Statement of the Problem

There are three distinct yet interrelated problems to be explored in this study. (1) Is oral history credible historical evidence? (2) Are there methodologies which can be utilized in the creation of oral histories which will result in more reliable source materials? (3) Would it be fruitful to expand the existing Brigham Young University Oral History Project?

Delimitations

Part I of this study represents a review of the literature on oral history in particular, and the problem of evaluating historical evidence in general. There will be no original research in this section and the topics discussed relative to oral history will center around three basic aspects of the creation of the source material:

(1) Preparatory research subsequent to the interview; (2) Interview techniques practiced at the optimal level; and (3) Transcription and editing of the tapes.

Part II will be a discussion of the relative need for an oral history project at Brigham Young University, based on information obtained through semi-structured interviews, an oral history workshop, and joint meetings with the library and the history department. Recommendations regarding funding and administration of such a project will be discussed. This project will be evaluated only in relationship to Brigham Young University and its unique situations. Parallels may be drawn to other institutions desiring to establish their own oral history projects, but it is not necessarily the intent of this study.

CHAPTER I

JUSTIFICATION FOR ORAL HISTORY

There are many legitimate questions which arise when discussing oral history. Why was it necessary to create a new technique in order to generate additional source material? Aren't there already thousands of documents available which deal with contemporary history? In fact isn't there greater documentation than ever before? The answer to these last two questions is an emphatic yes. Saul Benison, history professor at Brandeis University and formerly in charge of the History of Medicine and Social History at the Columbia Oral History Research Office, describes the pervasiveness of print in recent years. He says that the Atomic Energy Commission alone has created over a million linear feet of records in the past fifteen years. The National Archives, Library of Congress, and the Smithsonian Institution constantly battle each other for space and the privilege of storing records. Charles Morrissey, formerly director of the oral history projects at both the Harry S. Truman and John F. Kennedy Presidential Libraries, describes the situation in a similar way. He calls the problem of the archivist the "battle of the bulk."[2] Notwithstanding this problem of bulk, both

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[1] Saul Benison, "Reflections on Oral History," American Archivist, XXVIII (January, 1965), 71.

[2] Charles T. Morrissey, "The Case for Oral History," Vermont History, XXXI (July, 1963), 148.

these men claim that there is a need for additional primary source material, and that oral history can and has met this need.

Numerous other authors have indicated reasons for the creation and existence of oral history. Louis Starr feels that history's most treasured resource, the confidential letter, is being obliterated by the automobile, the airliner, and the telephone. He goes on to say that "The inner thoughts, the private revelations, the reactions of one man to another . . . will be lost to him [the historian] simply because we no longer confide to one another in writing as earlier generations did. . . . We talk."[3]

Tom Blantz, professor at Notre Dame, agrees with previous writers that the written record is indeed voluminous, but he makes the point that this written record contains only what happened, and not why it happened.[4] Oral history attempts to fill this gap.

Brief History of the Movement

The concept of oral history is not new. Herodotus, the father of history, conducted innumerable interviews in writing his History of the Persian Wars.[5] In more recent years Hubert Howe Bancroft, California historian and publisher, sent aids on horseback to interview cattlemen, miners and participants in the establishment of the west.[6]

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[3]Benison, "Reflections on Oral History," p. 72.

[4]Nathan Reingold, "A Critic Looks at Oral History," Proceedings of the Fourth National Colloquium on Oral History (Warrenton, Va.: Oral History Association, 1969), p. 227.

[5]Elizabeth I. Dixon, "Oral History: A New Horizon," Library Journal, LXXXVIII (April 1, 1962), 1363.

[6]Louis M. Starr, "Oral History: Problems and Prospects," in Advances in Librarianship, ed. by Melvin J. Voight, II (New York: Seminar Press, 1971), 277.

It was Allan Nevins, however, who conceived of establishing an oral history program which would systematically gather material, not for the publication of a single work, but for the benefit of scholars of the present and future generations.[7] Back in the early 1930's when he was working on his Pulitzer prize winning book Grover Cleveland: A Study in Courage, he discovered, much to his sorrow, that many of Cleveland's associates had died with their stories untold, leaving a gap in the record.[8] He goes on to explain his feelings of sadness when, as a newspaperman in New York:

> It really pained me, sometimes, to see the obituary pages of the New York Times . . . Well, New York has been the center of so many national activities that it had drawn to its avenues and suburbs a near unmatchable array of famous personages. Year by year, they died, and I said to myself as I saw the obituary columns, "What memories that man carries with him into total oblivion, and how completely they are lost." Shakespeare says, "Time hath a monstrous wallet at his back in which he putteth alms for oblivion." We can agree with Shakespeare that it's monstrous indeed.[9]

The systematic program established by Nevins is distinguished in two ways from the methodology and purpose of the programs of Herodotus and Bancroft. First, a tape recorder is utilized for all interviews so that a verbatim account may be obtained, and second, oral history is actually the creation of primary source material for the use of future generations of scholars, rather than for the use of one man writing an historical account.

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[7] Ibid., p. 277.

[8] Bruce Catton, "History-Making Idea," Think, XXXI (March-April, 1965), 20.

[9] Allan Nevins, "The Uses of Oral History," Proceedings of the First National Colloquium on Oral History (Lake Arrowhead, California: Oral History Association, 1966), p. 31.

Since the inauguration of that first oral history program in 1948 at Columbia University, the concept has grown considerably. The 1971 Directory prepared by the Oral History Association lists throughout the country 89 projects in 1964 and 7 more in the planning stages. But in 1971 the Directory lists 230 projects with 93 in the planning stages.[10] These programs cover many subjects such as agricultural history conducted at Cornell University, the Doris Duke Indian Oral History Project at the University of Utah, the Forest History Society Project at Santa Cruz, California, the New Orleans Jazz Archive at Tulane University, the George C. Marshall Oral History Project and the history of medicine explored by the National Library of Medicine in Bethesda, Maryland. In addition to these large scale programs there are numerous programs which deal with local and institutional history.

All of the programs are organized in one of two ways--either biographically or topically oriented. One author describes the three types of biographical projects as (1) The Great Man; (2) The Man and His Era; and (3) The "Little Man."[11]

The records of use compiled by the Columbia University Oral History Research Office show the increased awareness of oral history as an historical source. The proceedings of the Oral History Association beginning in 1966, as well as the journal literature, clearly reveal a shift in emphasis from early attempts to define and defend

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[10]Gary L. Shumway, comp., A Directory, Oral History in the United States (New York: The Oral History Association, 1971), p. 3.

[11]Arlene Weber, "Mining the Nuggets of the Past, or Oral History Observed," Journal of Library History, VI (July, 1971), 279.

oral history, to feelings of acceptance and recognition by many librarians, archivists and some historians. There has been, however, from the inception of oral history as a systematic program, controversy over the reliability of oral history records as source materials. This controversy in the main stems from the historians' graduate school training which places great emphasis on the written record and little credibility on testimony, or word-of-mouth evidence. The historian has generally been tradition bound when it comes to source materials.[12]

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[12]Donald C. Swain, "Problems for Practitioners of Oral History," American Archivist, XXVIII (January, 1965), 63.

CHAPTER II

THE VERIFICATION OF HISTORICAL EVIDENCE

Introduction

Like the detective, the historian aims to uncover facts in order to determine the truth. He is constantly faced with the need to discriminate. He must ascertain whether a statement is true or false or whether it is probable or doubtful or even impossible. Any thinking adult, constantly faced with rumors and reports, utilizes this technique of verification, so that he can make the appropriate decisions and take the necessary actions in his life. His experience and learning are supplemented by special sources of information--the weather report which indicates road conditions; the child's known fantasy habits; or the plant manager who has firsthand knowledge of a given situation. Not many people, however, realize the nature of the information source or stop to weigh its authenticity.

From the information source in the first case mentioned above, the individual trusted a technical report as the authority on the subject; in the second case he based his judgment on prior observation and inference; and in the third circumstance he trusted a reliable witness.[1]

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[1] Jaques Barzun and Henry F. Graff, The Modern Researcher (New York: Harcourt, Brace and World, 1970), pp. 99-100.

The historian is more aware of the nature of his sources of information and, unlike the layman, he has a particular zeal in uncovering facts in order to reveal truth. Statements are the raw material for the historian, and he must always be on guard not to accept these statements as facts.[2] The historian must take these statements and "try to reach a decision and make it rationally convincing. The steps by which he performs this task constitute Verification."[3] The historian must always bear in mind that no source of evidence can be used for historical writing in the state it is found. In analyzing a piece of evidence the investigator must always ask three fundamental questions: (1) Is this piece of writing or this object authentic; (2) Can its message be trusted; and (3) How can I find out?[4]

Two separate processes are involved in the solution to these questions. The first process centers on the problem of authenticity and is known as External Criticism. The historian deals with and examines documents. Should the preliminary results of the external criticism reveal that the document is genuine, then the historian applies the process of Internal Criticism. Internal Criticism is the process of establishing credibility, whereby the historian attempts to determine the meaning and trustworthiness of each particular statement within a document.[5]

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[2]Homer Carey Hockett, The Critical Method in Historical Research and Writing (New York: The Macmillan Company, 1955), p. 13.

[3]Barzun, The Modern Researcher, p. 102.

[4]Ibid., p. 149.

[5]Hocket, The Critical Method in Historical Research and Writing, p. 14.

External Criticism

The historian can never assume that a document is authentic. The origin of the document must be determined by obtaining the answers to the questions where, when, why and by whom was it written. There are four major areas which must be considered in testing for authenticity.

(1) Determination of Authorship

(2) Evidence of Date

(3) Detection of False Documents

(4) Textual Criticism[6]

Perhaps an example would best serve to illustrate the process by which any historian must evaluate a piece of evidence.

Case Study

The Horn Papers: Early Westward Movement on the Monongahela and Upper Ohio, 1765-1795 appears to be an innocent as well as an impressive three volume work of local history. The first two volumes of The Horn Papers (the volumes which brought about an unprecedented historical controversy) contain the diaries of Jacob Horn and his son, Christopher; a fifty-page court docket allegedly the "first English court held West of the mountains;" miscellaneous papers, court orders, and maps; and finally fifteen chapters written by W. F. Horn, a descendant of the diarists. He writes of the early history of this area of western Pennsylvania, basing part of the data on the diaries and court records. Volume II contains more than 500 family histories and genealogies of early settlers in this region. These depend on the Horn diaries and court records for their validity.

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[6] Ibid., pp. 14-41.

Almost immediately upon publication, the authenticity of these innocent appearing documents was challenged by Julian P. Boyd, Princeton librarian and a recognized authority on western Pennsylvania history. Writing in the American Historical Review he leveled the most serious charge that can be made against historical writing. He said "I do not know of any similar publication of fabricated documents among all the thousands of American historical societies."[7] To complicate the situation further two experts on Pennsylvania history, Dr. Paul Gates and Dr. Julian P. Bretz, rejected the idea that The Horn Papers were fabricated. In the summer of 1946, as a result of this controversy, a committee was organized under the auspices of The Institute of Early American History and Culture at Williamsburg, Virginia. It sole purpose was to apply all the techniques available to the historian in this process called verification.[8]

It was concluded after a careful and detailed examination of all the documents and artifacts that Mr. Boyd's judgment was correct. The committee then stated that:

> The prima facie reasons why portions of the documentary material in The Horn Papers appeared to be spurious are: (1) evidence of ineptitude in copying the original manuscripts; (2) anachronistic and doubtful words and phrases; (3) biographical anomalies; (4) historically incorrect or doubtful statements; (5) internal discrepancies; and (6) internal similarities of documents purporting to be of different authorship.[9]

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[7]Julian P. Boyd, "Letter," American Historical Review, LI (July, 1946), 772 in Arthur Pierce Middleton and Douglas Adair, "The Mystery of the Horn Papers," William and Mary Quarterly, IV (October, 1947), 410.

[8]Arthur Pierce Middleton and Douglas Adair, "The Mystery of the Horn Papers," William and Mary Quarterly, IV (October, 1947), 409-11.

[9]Ibid., p. 441.

Evidence of ineptitude in copying was discovered by examining the secondary material. It was found that many quotes were taken from primary sources without benefit of citations. Either the copyist was unfamiliar with editorial rules or he had reasons for concealment. Second, and much more important, almost every page of the diaries contained words and phrases which were highly unlikely for the eighteenth century and were more reminiscent of nineteenth century terminology. In addition the diaries revealed feelings of opposition to the King and Parliament on the part of Jacob Horn and his neighbors. This was doubtful as this kind of opposition developed after 1765 and not in the 1740's and 1750's when these diaries were supposedly written.

Biographical errors were noted when persons known to be dead at that time were reported by Jacob Horn to have been in his company. And closely allied with these biographical errors are the numerous historically incorrect and doubtful statements. They are too numerous for reiteration but their cumulative effect leads to discrediting them.

Internal contradictions were especially damaging. References as to dates are at considerable variance. Apparently the Julian Calendar was in use in the British Colonies until 1754 but it appears from the discrepancies in dates that both Jacob and Christopher Horn were unfamiliar with it.

It was found through an analysis of the writing style that certain eccentricities were identical in the writing of W. F. Horn and Jacob and Christopher Horn. Misspellings, use of anachronistic words, doubtful words and phrases and the same historically incorrect or dubious statements were identified in each of these supposedly different writers. The rich assortment of artifacts, maps, and court records were also found to be forgeries.

What makes the historian's job so difficult in this evaluation process is that many statements within the total work have the ring of truth and are demonstrably correct. In the case of The Horn Papers this ring of truth was also noted and was explained in the following way:

> The perpetrator of a forgery would quite naturally be led to incorporate a number of true facts and authentic phrases in his fabricated documents. And it can be shown that the forger of the Horn manuscripts drew heavily on such works as Boyd Crumrine's Old Virginia Court House at Augusta Town, Near Washington, Pennsylvania, 1776-1777.[10]

Although this is an extreme example and an incredibly complex problem in testing for authenticity, it clearly demonstrates the extent to which an historian must question the sources with which he deals. In this writer's mind it also demonstrates the need for a considerable depth of subject knowledge on the part of the historian. With this subject knowledge he is in a position to evaluate the authenticity of any given document within his particular area.

Once the historian has decided that a document is authentic, his inquiry shifts from the document itself to the statements within the document. He is now ready to attack the problem of credibility or internal criticism, where he must decide if he understands each statement.

Internal Criticism

This critical phase in the historical verification process can be divided into two parts: negative criticism and positive criticism. Negative criticism has as its purpose the determination of what a statement means and says. Any determination of truthfulness and reliability is reserved for the process of positive criticism.

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[10] Hocket, The Critical Method in Historical Research and Writing, pp. 41-44.

Negative Criticism

(1) Literal Meaning of Statements

What does the statement say? This is the first question that must be asked. Taken at face value this seems like a relatively simple task. The problem, however, centers around the definition of words. Definitions change over time and it is almost impossible to recover the original connotation. Even spelling can create problems for the historian in his attempts to determine the literal meaning of statements.

(2) Real Meanings of Statements

Once the historian has determined the literal meaning he must next try to determine if the statement really means what it says. Can I take this statement literally? An answer must be found for this question.

When the historian has an understanding of the literal and real meaning of the statements he is then ready to tackle the problem of positive criticism. Some authors call this the search for "Truth and Causation"[11] where others have called it a process of uncovering possible reasons for doubting the dependability of the statements.[12] This aspect of criticism centers heavily around testimony and witnesses.

Positive Criticism

(1) Tests of Competence

This test focuses on the opportunity of the makers of the statements to know the facts. Was he an eyewitness? If so, how competent

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[11] Barzun, The Modern Researcher, pp. 146-73.

[12] Hockett, The Critical Method in Historical Research and Writing, p. 44.

an eyewitness was he? An eyewitness can be rendered incompetent due to emotional stress or ignorance; and it is up to the historian to determine what influences, if any, may have affected the report of the eyewitness. Sometimes sheer negligence may render useless the testimony of an otherwise reliable witness.

> Edward W. Bok recounts that while a youthful reporter on a New York daily he was sent to cover a play. Having already seen it once he felt certain that he could make a write-up in absentia, and yielded to the temptation to keep another appointment. In due time he turned in his copy but learned too late that the performance had been called off because of the illness of the leading lady.[13]

Two essential principles must be borne in mind in connection with the competence of witnesses.

(a) The nearer in time and space between a witness and the events about which he is testifying, the more valuable his testimony.

(b) Although a single witness may be quite accurate, the chances of eliminating human fallibility will be increased if two witnesses independently testify.[14]

(2) Gossip, Rumor and Slander

Perhaps the most common of human failings is the tendency to gossip and repeat uncorroborated news. Prominent people are especially prone to this misrepresentation, either through the hero worshipper or the debunker.

(3) Myths, Legends, and Traditions

Myths or legends are currently popular, unfounded tales. The stories may have been handed down through the oral tradition, from

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[13] Edward Bok, The Americanization of Edward Bok (8th ed.; New York: Charles Scribners' Sons, 1921), pp. 61-62 in Hocket, The Critical Method in Historical Research and Writing, p. 46.

[14] Barzun, The Modern Researcher, pp. 149-50.

generation to generation, until their origin is forgotten. Whenever trustworthy records are not obtainable myths and legends materialize.

(4) Tests for Truthfulness

Every historian must expect to encounter bias in his review of a document, because every writer has his own area of interest. "Bias is an uncontrolled form of interest."[15] The critical researcher must assess the way in which the writer's interest has contributed to the final product. He constantly must ask himself:

(a) Was the writer concerned only with his own hypothesis or was he fair minded to his opponents? Was he committed to truth?

(b) Was the writer self-aware enough to recognize his bias, based on his own interest?

(c) Does the work as a whole exhibit scholarly traits, despite its noticeable bias?

The detective/historian must be aware of these factors of interest in order to have a basis for judging the writer's judgments.[16]

(5) Discredited Statements

Historians are compelled to reject some statements without applying the usual tests simply because the tests are not applicable. For example, statements which do not agree with the body of known historical facts must be viewed with skepticism, although they cannot be dismissed.

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[15] Ibid., p. 180.

[16] Ibid., pp. 181-83.

Summary

It is through this process that historians evaluate each piece of evidence.

> The central methodological problem for the historian, then, is to know how to interrogate witnesses, how to test evidence, how to assess the reliability and the relevance of testimony. . . . The historian, as an interrogator, wishes to know what fact may lie behind an untruth rather than merely to prove the statement to be untrue.[17]

Having examined the verification methodology of the historian, the next step is to establish the process by which oral histories are created. Chapter III will deal with the technique of oral history interviewing and the procedure for editing and preserving the source materials collected through the interviews.

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[17] Robin W. Winks, ed., The Historian as Detective (New York: Harper & Row, 1968), p. 39.

CHAPTER III

THE METHODOLOGY OF ORAL HISTORY

Introduction

The interview methodology and the preservation and editing of the collected material are especially relevant to the question of whether oral history is credible historical evidence. This chapter is concerned with a presentation of the optimal conditions under which these procedures should occur. It is not concerned with the controversy in the literature on these aspects, and only slight mention will be made at intervals of the differing opinions regarding specific procedures.

Interviewing Preparation and Techniques

(1) Selection of Subjects

The first step in any oral history project is to select the subject, and the first criterion in this selection is to know what is already well documented. Neglect of this basic principle can cause great expense and the time-consuming process of duplicating what already is documented in newspapers, letters and diaries.[1]

(2) Selection of Interviewers

The selection of interviewers will depend upon many factors--the budget, size of the program, and the subject to be covered. The

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[1]Corinne L. Gilb, "Tape-recorded Interviewing: Some Thoughts from California," American Archivist, XX (October, 1957), 337.

interviewers may be volunteers, part-time staff, or regular staff members. The important thing is that any intelligent person, adequately prepared, with a base of knowledge in the subject area in question, can produce an intelligent and useful interview. This means that part-time graduate students, housewives, professors, local residents of the community who have a special subject knowledge, could conduct interviews.[2] Columbia University's experience in selecting interviewers has brought them to a realization that "ease of manner, general intelligence, and conscientiousness [are] on a par with academic attainment."[3]

The reader should be cautioned that a subject expert is not necessarily the best choice as an interviewer. When two experts get together, two sports car buffs for example, their conversation is usually quite unintelligible to anyone but themselves. All too often these experts represent two opposing schools of thought, and a pitched battle can ensue instead of a useful interview for future researchers.[4]

(3) Interviewer Preparation

Saul Benison, adjunct professor of history at Brandeis University, insists that the interviewer must prepare himself in depth on all the primary and secondary sources that he can find on the subject.[5]

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[2]Amelia R. Fry, "The Nine Commandments of Oral History," Journal of Library History, III (January, 1968), 65-66.

[3]Louis M. Starr, "Oral History: Problems and Prospects," in Advances in Librarianship, ed. by Melvin J. Voight, II (New York: Seminar Press, 1971), 284.

[4]Fry, "The Nine Commandments of Oral History," p. 64.

[5]Saul Benison, "Reflections on Oral History," American Archivist, XXVIII (January, 1965), 73.

In addition to this in-depth preparation in the available source materials, the interviewer should get to know the man or woman he will be interviewing. He can do this by talking to his friends, and colleagues and those people who would remember him. Although Amelia Fry, oral historian at the University of California in Berkeley, claims that getting to know your man will save research time,[6] it is proposed here as an addition to the basic research undertaken. An optimal interview situation can be attained only through thorough preparation in both primary and secondary sources, and in getting to know your man.

(4) Contacting the Interviewee

It is crucial that the interviewee be contacted before an actual interview is conducted. Donald Swain, assistant professor of history at the University of California at Davis, disagrees with all the writers on the basic tenets of the interview process, but he does agree that each prospective subject must be approached carefully. If this initial contact is not handled tactfully, the entire interview situation may be doomed to failure.[7]

Under optimal conditions this contact should be made in person, rather than by letter. During this initial contact the interviewer should inquire about the subject's background, and gather biographical data. This initial meeting should supply the interviewer with the material he needs to prepare the interview outline. Also this

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[6] Fry, "The Nine Commandments of Oral History," p. 67.

[7] Donald C. Swain, "Problems for the Practioners of Oral History," American Archivist, XXVIII (January, 1965), 67.

contact will help in evaluating the subject as a prospective interviewee.[8]

(5) Preparing the Interview Outline

Having decided that this individual will indeed make an excellent subject for an oral interview, the next step is to plan a general outline of the areas to be covered during the interview(s). This outline should not contain the actual questions. A controversy exists regarding the use of this outline. Some interviewers claim that the spontaneity of the situation is destroyed by supplying the interviewee with the outline before the interview. Despite this controversy, the interviewee should in most cases be supplied with a topical outline. This will provide him with the opportunity to think about the subjects, to unearth any related source materials, and to refresh his memory in general. Flexibility is the key in this situation and as one author has pointed out: "Sometimes the interviewee is sent detailed questions in advance, sometimes he is given only a general outline, and sometimes he is given no advance warning at all, depending on his temperament."[9]

(6) Getting the Interview Started

The same interviewing principles that are utilized by psychologists, sociologists, and personnel managers apply to oral history interviews as well. The interviewer should arrive on time; make sure that the interview is held in a private, relaxed setting; remember that three is generally a crowd in an interview; and establish rapport with the interviewee before starting the interview.[10]

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[8] Willa K. Baum, Oral History for the Local Historical Society (Stockton, Calif.: The Conference of California Historical Societies, 1969), p. 12.

[9] Gilb, "Tape-recorded Interviewing: Some Thoughts from California," p. 339.

[10] Ibid., p. 15.

(7) The Interview Process

(a) Use open-ended and multi-interpretable questions over the simple yes-no variety.[11] William Tyrrell, historian for the New York State Education Department, proposes that "variations of Why?, How?, Why did you do that?, Why didn't that work?, or What did you do (say) then?"[12] are simple means of getting the necessary information.

(b) Don't be frightened by silence. All too often the inexperienced interviewer will be embarrassed by the silence that often follows a question. Allow the interviewee time to think and to formulate his answer. The interviewer should never place the interviewee in the position of having to get a word in edgewise.[13]

(c) Don't structure the interview so tightly that the benefits of serendipity cannot be appreciated. The interview must be flexible.[14]

(d) Establish at every opportunity in the narrative what the interviewee's role was in that event. This is important to indicate the reliability of his account as a witness. For example you could question the interviewee in the following way: "Did you talk to any of the survivors later? Did their accounts differ in any way from the newspaper accounts of what happened?"[15]

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[11] Norman Hoyle, "Oral History," Library Trends, XXIX (July, 1972), 68.

[12] William G. Tyrrell, "Tape-Recording Local History," History News, XXI (May, 1966), 93.

[13] Donald J. Schippers, "The Techniques in Oral History Interviewing," Proceedings of the First National Colloquium on Oral History (Lake Arrowhead, California: Oral History Association, 1966), p. 51.

[14] Fry, "The Nine Commandments of Oral History," p. 69.

[15] Baum, Oral History for the Local Historical Society, p. 21.

(e) Never challenge the interviewee's accounts even if it is suspected that they may be inaccurate. The interviewer, who is adequately prepared, will be able to tactfully point out to the interviewee that a different account of this event is in existence. This allows the interviewee to refute this opposing view by bringing up further evidence to support his allegation.

(f) Avoid off-the-record information if at all possible. This can be accomplished by assuring the interviewee that that portion will be erased, if, after further consideration, he still feels that it should be.

(g) Unobstrusively guide the interviewee. Above all, the interviewer must be a good listener.

(h) The interview should not last longer than an hour and a half at the maximum for optimal results in interviewing.[16]

(i) Take notes during the interview. This will permit spellings to be checked with the interviewee at the end of the interview, help in preparing an index, and help the novice interviewer get over the awkward minutes of silence.[17]

(j) Make the tape recorded interview reflect what occurred during the interview. For example inevitable interruptions will occur during the interview, requiring the tape recorder to be turned off. The interviewer must note the gap in the recording for the sake of the listener. Simple phrases such as "resuming the interview," or "As I recall," are sufficient to alert the listener to the interruption.[18]

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[16] Ibid., pp. 21-22.

[17] Ibid., p. 1.

[18] Gould P. Colman, "Oral History--An Appeal for More Systematic Procedures," American Archivist, XXVIII (January, 1965), 80-81.

(8) Credibility Safeguard

Provide more than one account of controversial events. When documents can be provided whereby tests of truth can be applied, this safeguard procedure is greatly enhanced.[19]

Preservation and Editing of the Oral History Interview

There are two essential pieces of equipment in an oral history program, the tape recorder and the typewriter. One of the major disputes which has been carried on over the years is which machine has primacy.[20] Louis Shores at the First Oral History Colloquium in 1966, made a strong plea for preserving the tapes because they are the primary source. He goes on to say that "a strict allegiance to the principles of historical bibliography dictate[s] that we acknowledge the typescript to be a secondary rather than a primary source."[21] There seems to be little controversy over the necessity for transcribing the tapes, however, and except for those small programs where funds do not permit, the tapes are always transcribed. There are a number of procedures which should be followed to assure that the oral history interview will represent the material as perceived by the subjects, and as far as is practicable will represent credible historical source material for the future researcher.

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[19] Owen W. Bombard, "A New Measure of Things Past," American Archivist, XVIII (April, 1955), 132.

[20] Hoyle, "Oral History," p. 72.

[21] Louis Shores, "Dimensions of Oral History," Library Journal, XCII (March 1, 1967), 980.

(a) Who Should Transcribe?

Although one author suggests that the interviewer is the best person to transcribe these tapes initially,[22] it would not be advisable from a cost-benefit standpoint. More than average secretarial skills are required for the job of transcribing. Louis Starr goes so far as to say that good transcribers are harder to find than capable interviewers. He goes on to explain that:

> One must be able to punctuate instinctively, hear in paragraphs, anticipate false starts, eliminate irrelevant asides not intended for the tape, hear the words despite distracting sounds picked up by the recorder, and type like the wind. . . . a transcriber must be endowed with keen intelligence, integrity, and a very real sense of dedication to the cause.[23]

(b) Actual Transcribing Methods

The transcriber should transcribe almost verbatim. Through underlining, capitalizing and punctuating, the transcriber can emphasize and retain the flavor of the subject's remarks as much as possible.[24] The interviewer should only make emendations that clear up typist misunderstandings and correct obvious spelling and grammar errors. Minor editing by the interviewer before interviewee editing is strongly recommended. All too often the interviewee is appalled at seeing his spoken words in writing and his first instinct is to completely rewrite the entire interview.[25] The typist prepares the final copy after receiving the emended copy back from the interviewee.

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[22] Helen M. White, "Thoughts on Oral History," American Archivist, XX (January, 1957), 980.

[23] Starr, "Oral History: Problems and Prospects," p. 288.

[24] Allan B. Holbert, "Personal History on Tape; Oral History Research Project," Senior Scholastic, LXXV (January 20, 1960), 6-T.

[25] Hoyle, "Oral History," pp. 73-74.

(c) Typing of the Final Copy

(1) Introductory identification material should contain the following: Interviewee's name; interviewer's name, age and occupation; date and time of each session of the interview; place where each interview was conducted; and names of persons editing and typing the manuscript.[26]

(2) Final typed interview should include both the questions and the answers.[27]

(3) Notes regarding the changes due to editing should be available to the researcher on a data sheet attached to the manuscript.[28]

(4) A sheet or two of evaluative comments should be included at the close of the manuscript. This supplement to the manuscript is made available to the researcher in order to assist him in evaluating the manuscript. He already has the necessary factual information regarding both the interviewer and the interviewee, this material contains the attitude of the interviewee during the interviews.[29]

(5) Bibliographies of the primary and secondary sources consulted in preparation for the interview should be included.[30]

Tape Preservation

There is continued reference in the literature to the high

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[26]Vaughn D. Bornet, "Oral History Can Be Worthwhile," American Archivist, XVIII (July, 1955), 248.

[27]Ibid., p. 249.

[28]White, "Thoughts on Oral History," p. 27.

[29]Hoyle, "Oral History," p. 74.

[30]Benison, "Reflections on Oral History," p. 73.

cost of preserving the tapes.[31] In addition testimony of the directors of oral history programs reveals a lack of interest in the tapes. Columbia reports that transcript over tape use predominates by 1000:1.[32] This lack of interest seems to stem from the historian's basic training emphasis on written over oral evidence. There has been a distinct reversal in the past few years on the part of the program directors towards preserving the tapes despite the cost. Columbia has preserved all tapes since 1964.[33]

The argument for tape preservation is a persuasive one. The inflections, tone and intensity of the voice are all lost to the written page. The National Voice Library at Michigan State University is collecting records and tapes of thousands of notables throughout the world. Its curator, G. Robert Vincent, explains the historical usefulness of having these tapes. He describes an incident involving a history student who was researching the New Deal. The student couldn't understand how Father Charles H. Coughlin could have attracted such a following through his radio broadcasts during the New Deal period, until one day he heard his voice.[34] Although the recording of radio broadcasts cannot be considered oral history by definition, the same

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[31]Elizabeth I. Dixon, "Oral History: A New Horizon," Library Journal, LXXXVIII (April 1, 1962), 1365; Gould, "Oral History--An Appeal for More Systematic Procedures," p. 832; White, "Thoughts on Oral History," p. 28.

[32]Starr, "Oral History: Problems and Prospects," p. 285.

[33]Hoyle, "Oral History," p. 73.

[34]William Barry Furlong, "Sounds of History," The New York Times Magazine, March 22, 1964, p. 76.

principles of the voice apply. It is only through hearing the voice that nuances of the interview can be totally understood.

Summary

The methodology of creating primary source material, known as oral history, is a flexible process and must be adapted to each individual situation. There are several basic principles that can be carried out whenever feasible. These principles, as outlined above, assist in establishing oral history as credible historical source materials. The next chapter will discuss oral history specifically in relation to the standards of external and internal criticism as described in Chapter II.

CHAPTER IV

CONCLUSIONS

It seems obvious that oral history manuscripts represent historical evidence that is becoming increasingly more important to the writer of contemporary history. The most persuasive testimony of this increasing importance comes from the actual records of use. The Columbia University Oral History Research Office has in recent years identified 120 books which have drawn upon its oral history collection up to June 1, 1970. Most of these works were published in the past five years, from 1965-70.[1]

One of the greatest assets of oral history as source material is the ease with which its authenticity may be established. The oral history manuscript, if transcribed and edited as outlined above, should provide the historian with the information he needs for critically examining the document as a whole.

The question remains, however, is this primary source material credible? As a process of producing primary source material oral history is perhaps no better or no worse than any other primary source.[2]

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[1] Louis M. Starr, "Oral History: Problems and Prospects," in Advances in Librarianship ed. by Melvin J. Voight, II (New York: Seminar Press, 1971), 294.

[2] Alice M. Hoffman, "Oral History in the United States," Journal of Library History, VII (July, 1972), 280.

The point made by most writers on the subject is that all historical sources must be subjected to the same criticism. "All of the techniques of analysis emphasized in evaluting historical source materials apply to oral history."[3] The historian can never expect to have a guarantee of truth.[4]

The above observations represent a basic fact of historical research, and no matter what form the primary source material may take these principles of internal criticism must be undertaken. It is the contention of this writer, however, that oral history methodology, if conducted at its optimal level, can produce primary source material of a high credibility.

The interviewer is a key in the production of the oral history manuscript. A trained and well-prepared interviewer should be able to recognize when a statement is made that is out-of-line with other published sources and can ask for on-the-spot clarification. This kind of subject preparation, resulting in recognition of inaccurate statements, can produce revealing information for the future researchers.[5] The interviewer plays a major role in optimizing the validity of the final manuscript by establishing in the narrative exactly what the interviewee's role was in a particular event; by recognizing when the interviewee's account seems to be inaccurate and pointing out that a

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[3]T. A. DePasquale, "Use of Oral History," in R. E. Stevens, ed. Research Methods in Librarianship: Historical and Bibliographical Methods in Library Research (Urbana, Illinois: University of Illinois, 1971), p. 56.

[4]Alfred B. Rollins, Jr., "The Voice as History," Nation, CCV (November 20, 1967), 520.

[5]Hoffman, "Oral History in the United States," p. 281.

different account is in existence; by taking notes during the interview; and by making sure the tape recording reflects what occurred during the interview. The principles of transcribing and editing coupled with the interview methodology, are an additional safeguard in arriving at the desired historical validity.

The final safeguard applied to the oral history methodology is the process of providing more than one account of controversial events. This procedure is further enhanced if documents are provided, when possible, whereby tests of truth can be applied.[6]

Oral history must be judged by the same standards of criticism which would be applied by the historical profession to any document. The difference between oral history as a primary source material and that of other source materials, is that it represents the deliberate and systematic collection of material for the specific use of future researchers. This approach has resulted in safeguards being applied to the interviewing and editing process which, when applied at the optimal level, does result in manuscripts which display a high level of credibility. In the final analysis, however, this writer would agree with Louis Starr that "He who would exalt oral history as the ultimate in primary source materials, as if the mere application of a technique resolves all human problems is simply a fool."[7] By the same token he who would ignore oral history as a potentially credible primary source is not acting in the best tradition of the historical researcher.

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[6]Owen W. Bombard, "A New Measure of Things Past," American Archivist, XVIII (April, 1955), 132.

[7]Starr, "Oral History: Problems and Prospects," p. 289.

CHAPTER V

REVIEW AND EVALUATION OF THE EXISTING ORAL HISTORY PROJECT

The present Brigham Young University Oral History Project, if viewed in relationship to the some 230 projects listed in the 1971 Directory,[1] must be considered a small operation. Begun in 1961 by Ralph Hansen, University Archivist in cooperation with George Addy, BYU history professor, the project's original purpose was to obtain historical data on Utah mining. They conducted two interviews and anticipated expanding the project into other areas. After the resignation of Ralph Hansen, Hollis Scott began working in the University Archives and as a part of his responsibilities he assumed the role of oral historian at Brigham Young University.

To date a total of 29 interviews have been conducted (See Appendix I for a complete list). These interviews represent two major subject areas: i.e., Utah history and BYU history. There are 11 interviews which are cataloged under Utah history, and according to Scott they deal primarily with Utah mining, banking, Mormon church history, Utah railroads, Mormon colonists in Mexico and the Utah Sugar Beet Industry. A review of the transcripts of these 11 interviews, which

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[1] Gary L. Shumway, comp., A Directory, Oral History in the United States (New York: The Oral History Association, 1971), p. 3.

were conducted by several different interviewers, reveals spotty success in obtaining useful information for future researchers. The interview of Ed W. Johnson, cataloged as Utah Oral History Interview 7, shows that the tape was not preserved nor were the questions included in the typed manuscript. Utah Oral History Interview 10 of Marion Lyman Naegle, reveals that questions were not included in the manuscript; in addition an interview date was not given, no interviewer or place of interview was listed, nor were any introductory notes written up by the interviewer.

There have been 18 oral histories collected dealing with Brigham Young University (BYU) and Brigham Young Academy (BYA). There seems to have been a greater emphasis placed on this aspect because Hollis Scott as the University Archivist has a strong background in BYU and BYA history. He has an excellent knowledge of who would be worthy of an interview and he has selected some interesting and informative individuals for interviews. Scott revealed there are two basic criteria for selecting individuals to be interviewed: "(1) Their knowledge and experiences associated with a particular subject; and (2) Their availability (Provo, Salt Lake City, and Ogden)."

In reviewing the collection and talking with Hollis Scott, it was discovered that the majority of the suggested guidelines as outlined in Part I of this study regarding interview preparation and processing have been utilized. The collection shows a growth process in regards to technical expertise, and the more recent interviews show a marked improvement in the areas of pre-interview researching and processing procedures.

Project Strengths

(1) Subject selection reflects areas which show gaps in the written records.

(2) The preliminary research has been excellent, especially in regards to BYU and BYA subjects.

(3) The interviewee is in most instances supplied with the questions or subject areas to be discussed prior to the interview, so that he can prepare by reviewing any relevant material he may have.

(4) The tapes are always preserved in their entirety, with the exception of two interviews, because Scott has felt strongly about the importance of the voice as history.

(5) A typed manuscript is always produced which includes the questions as well as the responses, with two exceptions.

(6) Introductory material giving the major points of information for the researcher is included in each manuscript. This includes information about both interviewee and interviewer, place and date of interview, revisions and editing done by interviewer, and the purpose of the interview.

(7) The table of contents as an index is extremely valuable.

Project Weaknesses

(1) The majority of the manuscripts reveal the interviewer's lack of training in interview techniques. This has been inevitable, given the time that the University Archivist has been able to devote to these projects. It is a serious problem, however, as the quality and usefulness of the interview depends on the interviewer.

(2) The editing has been conducted solely by the interviewer without benefit of interviewee input.

(3) The final typed manuscript does not reflect either the editorial changes made nor the asides which should have been included to show inflections, emphasis, nervousness, mirth, or any relevant emotion.

(4) Public relations has been minimal so that scholars conducting research, have not been aware of this material which might have benefited them.

(5) Bibliographical access has only been through the Mss card catalog in Special Collections and the duplicate card catalog in University Archives. (This is the procedure for all manuscript material.)

(6) There have been no interview agreements and use agreements signed with the interviewee so that the question of literary rights and the legal tangles regarding libel and invasion of privacy have not been planned for adequately.

The cost of producing oral history has variously been estimated at anywhere from $3.00 to $11.00 per page of final typed manuscript.[2] Considering the strengths and weaknesses of the present Oral History Project, the question must be asked: Is there a relevant need for an expanded oral history project at Brigham Young University?

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[2]University of Utah. American West Center, Ethnic Oral History at the American West Center University of Utah, Salt Lake City (n.d.), p. 5. (Mimeographed.)

CHAPTER VI

RELEVANT NEED FOR AN ORAL HISTORY PROJECT AT BYU

Before attempting to propose a full scale oral history project for Brigham Young University, the question must be considered whether it would be worthwhile from the standpoint of the researcher. In order to answer this question, the writer conducted several semi-structured interviews on July 11, 18 and 19, with members of the professional library staff and the history department.

Professional Library Staff

(1) Hellis Scott, University Archivist.

During a discussion on July 18, Mr. Scott stated that a "part-time project can't accomplish what needs to be done." He then agreed to carefully study the present manuscript collection and compile a list of possible subject areas which could be pursued in an oral history project. This list was compiled with an understanding of those areas which have significant gaps in the written record, and where additional information could be readily and profitably obtained through an oral history project.

(a) Hill Cumorah Pageant (University Archives has records of these pageants.)

Ex. Harold I. Hansen, Director of Pageant

(b) Utah Governors

(c) Temple Presidents

(d) Utah Reclamation Projects

(e) Utah Mining Industry (Archives has records of several former Utah coal companies)
Ex. Coal, Gold, Silver, Uranium

(f) Utah Banking (Archives has records of several former bank organizations)

(g) History and Development of Utah County Cities

(h) Midwifery in Utah

(i) Utah Fruit Industry

(j) Utah Dixie Molasses

(k) Utah County Businesses

Ex. Jesse Knight and Knight Investment Company
ZCMI
Dixon Taylor Russell
Provo Co-op
Taylor Brothers

(l) Utah Labor Unions

(m) Reorganized LDS Church Movement in Utah

(n) Utah Newspapers

(o) Boy Scout Program of Utah National Parks Council

(p) Provo City Government

Ex. Mayor Council
City Manager

(q) Birch Society Programs in Utah

(r) Masonry in Utah

(s) Brigham Young University History - General

Ex. Timpanogos Hike
Army training programs at BYU during World War I and II
BYA scientific expedition to South America
BYU athletics and relationship with such conferences as Mount States Athletic Conference, Rocky Moun-

tain Regional Conference, Skyline Eight, and Western Athletic Conference
Block Y on the East Mountain

(t) Brigham Young University History - Controversial Issues which permeated classroom discussions, campus debates, and articles in campus publications.

Ex. Science and Religion (Includes 1914 evolution controversy)
Eugene Thompson, Vasco Tanner, Howard Stutz, Harvey Fletcher, and Melvin Cook
United Nations and League of Nations
Communism and Internal Subversion
Ex. Debates - Poll vs. Riddle
Controversy over the book, The Naked Communist
Dialogue articles by Midgley and Skousen
Conservative and Liberal
Ex. The assertion that BYU is a "Happy Valley Syndrome"
Sterling McMurrin and Hugh Nibley debate
Civil Rights - racism charge
Ex. Stanford University severs athletic relationships with BYU
Incidents and pressures from other WAC schools
Dialogue and BYU Studies
Academic freedom
Capitol punishment
Faculty and administration relationships
Controversial students and student issues
Ex. Former student body president, Brian Walton
Daily Universe and controversial articles

(u) List available of longtime BYU Faculty for possible interviews

(v) BYU Centennial Committee has list of BYU alumni over 80 years of age for possible interviews.

(2) Dean Larson, Assistant Director, J. Reuben Clark Library, Head of Selection and Acquisitions.

When interviewed on July 19, Mr. Larsen, who has both a strong background in Utah and Mormon history and an excellent knowledge of the Clark Library holdings, indicated that the question of what subject areas needed to be covered in an oral history project becomes almost open ended. He felt that there are innumerable areas that have not been

researched or written about and that information will be lost unless obtained in this oral manner. He listed many topics that would be potential projects.

(a) Mormon and Utah History

Ex. Uintah Basin - opened in 1905. Interview Louise Fisher, whose father was one of the early settlers.

(b) Reclamation Projects

Ex. Strawberry
Deer Creek

(c) Senator Watkins

(d) Provo City Power

Ex. Vasco Tanner

(e) Utilities in general

(f) City Governments

Ex. Mrs. George Stratton, whose father was one of the original Orem settlers

(g) Mining and Industry

Ex. Mammoth and others of the semi-ghost towns where annual reunions are still held.

(h) Labor Leaders

Ex. Wilford Biggs, Head of steelworkers union at Geneva since its inception.

(i) Older people who would have something to contribute to the record.

(3) Chad Flake, Special Collections Librarian

Mr. Flake is deeply concerned that there are considerable gaps in existing histories, journals and diaries. This concern stems from an intimate knowledge of the MSS. collection of the Clark Library and his own knowledge of Utah and Mormon history. He identified three broad areas which he felt would be fruitful to pursue: (1) Mormon

settlements where more resource material is needed before local histories can be written; (2) The creation of the missions in Asia and in other areas; and (3) A deep concern that there are many, many old people who have something to contribute but whose stories, knowledge and experiences are all too often ignored until it is too late.

Mr. Flake firmly stated that the priorities in a project of this kind must be established. He strongly feels that the old people in each community should be identified and interviewed first before pursuing any other subjects. The danger of losing valuable information is too great.

(4) Donald Nelson, Director, J. Reuben Clark Library

Mr. Nelson, who has a strong interest in history, is concerned that "a great deal of history is not written" and that oral history can accomplish much by acquiring this source material. Speaking as an administrator, however, he identified a major value of this type of project. He feels that the project will "pay for itself in gaining other materials" for the library. The interest taken in individuals, communities, institutions and businesses through this procedure often results in the donation of diaries, journals, histories, and correspondence. In the writer's mind the acquisition of these additional primary source materials is an added plus for any oral history project.

History Department

(1) Ted Warner, Department Chairman

Dr. Warner indicated a strong commitment to oral history based on his experience with the Doris Duke Oral History Project[1] and his

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[1]Willa K. Baum, "Oral History in the West," California Librarian, XXXIV (January, 1972), 33.

knowledge of areas where source material is lacking. He expressed a legitimate concern that oral histories not degenerate into antiquarianism. In other words let's not interview old people just because they're old. This problem he feels can greatly be alleviated if the proper interview methodology is adhered to.

He feels that we do not have adquate information which is of use to the historian in the areas of: (1) Public figures in Utah, people who have been and are "close to where the action is [and] who are making decisions;" and (2) Retired professors at BYU.

(2) Thomas Alexander, Assistant Director of the Charles Redd Center for Western Studies

Dr. Alexander is enthusiastic about oral history as a means of "providing a source for social history--a source we haven't had before." He identified several areas of personal interest based on his knowledge of local history and research done in these areas. Possible projects could include the following:

(a) Political leaders

Ex. Legislative, Executive branches

(b) Church leaders on the local, grass roots level

(c) Labor Leaders

(d) Community leaders - not just small towns, urban areas.

(e) Reclamation and Irrigation Projects

(f) Lower echelon government officials in Utah communities.

Utah State Historical Society

There still remains a legitimate question regarding the porsible duplication of subjects and interviewee coverage. This duplication is not pleasing either to the interviewee or to the budget. Dr. Jay Haymond,

Librarian for the Utah State Historical Society and an historian in his own right, in a taped interview on July 11 identified the existing oral history projects in Utah. The following institutions have active oral history projects.

(1) Utah State University, Charles Peterson

(a) Agriculture

(b) Voice Library - collects words of important individuals as they come on campus

(2) Weber State College, Richard Sadler

(a) Weber Basin Water Projects

(b) Icelanders in Spanish Fork

(c) Class taught in oral history techniques

(3) University of Utah, Greg Crampton

(a) Minorities (Received a $500,000 grant from the Doris Duke Foundation)

(4) Utah State Historical Society, Jay Haymond

(a) Polygamy in 1890

(b) Snow Push in 1948

(c) Utah State Farm Bureau

(d) Construction of Highway 95

(5) Church of Jesus Christ of Latter-day Saints, Davis Bitton and William Hartley

(a) History of the Church in the Twentieth Century

(b) General Authorities

(c) Mormons in Secular Affairs

(6) Southern Utah State College, Inez Cooper

(a) College History

(b) Community

(c) Piute Indians

(7) Dixie College, Delmar Gott

(a) History of Dixie College

(b) Older citizens in the community

This brief overview of existing projects shows little overlap with the needs of BYU identified by library and history department personnel. Duplication of effort could easily occur, however, as projects proliferate throughout the state, and for this reason the Oral History Consortium has been established. The Utah State Historical Society acts as a registry for all oral history projects underway in Utah. Ultimately the compilation will be available on computer microfiche as the state is acquiring a COM Unit (Computer Output Microfiche). The programmers are working out the two related problems of: (1) Indexing a given document; and (2) The bibliographical listing of an item. In the meantime the current projects are listed twice a year in the publication of the Utah State Historical Society known as the Utah History Research Bulletin.

Summary

This list comprises a representative sampling of people who are both interested in a possible oral history project and who are in positions to know what has been done and what needs to be done in local history. Although the reservation regarding antiquarianism has been raised, this potential problem can be controlled through an organized project staffed by people knowledgeable in oral history interview and editing techniques. The problems are far outweighed by the relevant need for the project as identified by the list of subjects needing to be more thoroughly researched.

CHAPTER VII

ORAL HISTORY PROJECT PROPOSAL

Two major areas were identified by Hollis Scott and this writer as needing further study and exploration--funding and administration. Institutional funding is more desirable than grants, as projects tend to dissolve when grants are withdrawn. In order to obtain the necessary funding from University Development it is necessary to cut the high cost of producing oral history. The cost of the interview when the interviewer must be paid for his research, the interview and the editing duties, is the most costly part of any project. It was felt that graduate students in history could conduct the interviews as a part of their classroom assignments in an organized research seminar. This procedure would greatly reduce the cost of the oral history project.

It was also felt that the history department, the library and the Charles Redd Center for Western Studies should all play significant and distinct roles in this project. This proposal reflects this philosophy which is best expressed by Jay Haymond in our interview of July 11 and is generally adhered to by those concerned with this project. He feels that:

> Oral history is nothing more than a gathering method of historical material. . . . Now the document or manuscript is not complete until it is ready to be placed in an archive or a library and it's at that point that the librarian/archivist takes over. . . . [T]he oral historian . . . does the preparation, does the interviewing, does the transcription, does the editing and the final typing. So that the manuscript itself becomes whole and complete

and then it is placed in the hands of the librarian/ archivist.

A preliminary meeting involving library and history department personnel was held in the Clark library at 2:00 P.M. Thursday, July 12,[1] to discuss the joint project. Dr. Gary Shumway, visiting professor in history from California State University at Fullerton and Oral History Director at that institution, discussed the feasibility of a project at BYU similar to the project which he administers at Cal State, Fullerton. The main element of difference between the project proposed at BYU from those of an equally large scale conducted at Berkeley, UCLA and Columbia, is the cost of the interviewing. In almost all large scale projects the interviewers are paid. In the project successfully conducted at Cal State and proposed at BYU, graduate students in history, as a part of a research seminar, actually conduct the interviews. This reduces the cost of each interview from an average figure of $1,000 per interview to $100 per interview.[2] In addition to the obvious cost benefit, the classroom situation allows greater control of subject areas resulting in more in depth coverage of a given subject.

The July 12 meeting, conducted by Donald Nelson, was adjourned at 3:30 P.M. with a subsequent meeting set for 2:00 P.M.. Tuesday, July 17. At this meeting the draft of the proposal was discussed. The

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[1]Participants in this meeting were: Donald Nelson, library director; Hellis Scott, University Archivist; Susan Fales, library science graduate student; Chad Flake, Special Collections librarian; Kent Johnson, gifts librarian; Ted Warner, Chairman of History Department; Thomas Alexander, Assistant Director, Charles Redd Center for Western Studies; Gary Shumway, Director of Oral History at Cal State Fullerton, California.

[2]Gary Shumway, private interview held at the J. Reuben Clark Library, Brigham Young University, July 13, 1973.

proposal is included here with the changes proposed at this meeting.[3]

It is proposed that the Brigham Young University Library, the History Department, and the Charles Redd Center for Western Studies jointly collaborate in the collection of oral history interviews for the purpose of preserving data about significant developments in the past. Each organization will furnish from its resources in the proportion hereafter outlined and each agrees to support the other organizations in their efforts.

In general terms, the History Department would be responsible for collection supervision, the Western Studies Center would have responsibility for processing the collection, and the Library would have responsibility for reproducing, binding, housing, and servicing the collection.

Division of Responsibilities:

History Department:

1. Furnish a director for the project
2. Teach a class in oral history
3. Oversee collecting. The specific areas of collecting will be determined by an Oral History Advisory Committee composed of three library representatives, two history department representatives, one representative from the Western Studies Center, and such other personnel as the three collaborating bodies deem advisable.
4. Furnish two graduate assistants each semester to work as editors with the project.
5. Furnish two-fifths (2/5) of the tape recorders (Initially 6 machines) needed for the project.

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[3]Participants in this meeting were: Donald Nelson, library director; Hollis Scott, University Archivist; Susan Fales, library science graduate student; Chad Flake, Special Collections librarian; Dean Larson, Head of Selection and Acquisitions; Kent Johnson, gifts librarian; Ted Warner, History Department Chairman; Thomas Alexander, Assistant Director, Charles Redd Center; Frank Fox, history professor; Gary Shumway, Director of Oral History at California State, Fullerton, California.

6. Teach a class in historical processing in which students will be involved in processing the collection.
7. Furnish one-third (1/3) of the electric typewriters (one machine)

Charles Redd Center:

1. Furnish funds for travel, transcribing, and typing the collection.
2. Furnish one-fifth (1/5) of the tape recorders (Initially 3 machines) needed for the project.
3. Furnish one-third (1/3) of the typewriters (one machine)

Library:

1. House and service the completed collection
2. Furnish an Associate Director for the project who will be responsible for quality control
3. Furnish tapes, paper, binding, reproducing, computer time, indexing, and postage for the project
4. Furnish two-fifths (2/5) of the tape recorders (Initially 6 machines) needed for the project
5. Furnish one-third (1/3) of the electric typewriters (One machine)

The principal problem in developing such a program will be the ability of the Western Studies Center to come up with its share. The amount of out-of-pocket expenses is actually more than the Center's total operating budget (excluding the salaries of the director and assistant director) for the year. The Center, however, would be willing to appropriate $2,000 from the budget and have some assurance of acquiring $2,000 from the Utah State Historical Society with no stipulations as to particular projects which must be undertaken. It is probable that the remainder will be secured from University Development. The fact that it is a joint venture between three organizations on campus and that it will enhance the public image of the University are important factors in securing this funding.

Cost Analysis Based on a 400 hour per year project:

Out-of-Pocket or Hidden	Item	Furnished by Whom	Cost Per Hour	Cost for 400 Hours
OP	Tapes	Library	$00.50	$ 200.00
OP	Travel	Western Studies	2.00	800.00
OP	Forms	History	0.03	12.00
H	Telephone	History	0.25	100.00
OP	Recorders	All Three	0.75	300.00
H	Director	History 2/3 time	20.00	8000.00
H	Asst. Dir.	Library 1/4 time	6.25	2500.00
H	Editor	History (2/ half-time graduate assistants)	20.00	8000.00
OP	Transcriber	Western Studies	10.00	4000.00
H	Computer	Library	0.05	20.00
OP	Typist	Western Studies	10.00	4000.00
H	Secretary	History (1/4 time)	2.32	928.00
H	Reproducing	Library	1.25	500.00
OP	Binding	Library	0.75	300.00
OP	Final Typist	Western Studies	10.00	4000.00
OP	Photograph	Library	2.00	800.00
OP or H	Indexing	Library	6.00	2400.00
H	Postage	Library	0.50	200.00
OP	Typewriters	All Three	2.30	935.00
OP	Furniture	All Three	2.50	1000.00
	Total		97.45	38,995.00

Of a total cost for 400 hour project of $38.995.00

Division of Expenses	Out of Pocket	Hidden
History Department	$ 757.02	$17,028
Western Studies	13,657.02	
Library	2,045.02 to 4,445.02 depending on OP or H	3,220.00 or 5,620.00

Space Requirements

There will be eight staff members (part-time and full-time) and approximately 10 students per semester involved in the oral history project. It is estimated that they will need an average of 100 square feet each of space, or a total of about 1,800 square feet including the housing of the collection. Space, except that for housing the completed collection, does not have to be located in the library, but

should be located on campus since students will need to have ready access to the facilities.[4]

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[4]Grateful acknowledgement to Dr. Gary Shumway and Dr. Thomas Alexander for their original work on this proposal.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In conducting the research for this paper, it soon became obvious that there is a need to supplement the written record with credible oral histories. Here at Brigham Young University there are innumerable missing links in the written record. These records have been reviewed and researched by individuals who are aware of the J. Reuben Clark Library holdings and who are knowledgeable in local history. It has been their unanimous conclusion that an oral history project would greatly benefit this university, by increasing the manuscript collection of the library, and thereby increasing its research potential.

Having concluded from this study that oral history can be credible historical evidence and that it is needed at Brigham Young University, it was the conclusion of these individuals interviewed to expand the present oral history project.

This expansion is modelled after the oral history project as established and operated at California State University, Fullerton by Dr. Gary Shumway. It is anticipated that 400 hours of tape will be collected each year by students who will be specifically trained for this purpose in research history seminars. The project as outlined above is based on the proven assumption that graduate students in

history can collect oral history which will be credible and useful to the researcher. What is equally important is that by utilizing students, the costs are drastically reduced in this otherwise expensive procedure. This reduction in cost will make it possible for Brigham Young University to seriously engage in this important project.

Recommendations for Further Study

There is one area which needs to be carefully researched before this proposal is presented to University Development for funding. Before any project is approved at the University, space must be available. The location of 1,800 square feet of office space will be necessary. It is anticipated that the Fletcher Building might be available for this purpose.

Upon receipt of funding there will be several areas which must be studied further before the project may begin. (1) A project director from the History Department and an Associate Director from the library must be appointed. (2) The office processing procedures will need to be established. The forms in Appendix II are suggested for use in the processing of the oral history interviews. These are essentially the forms utilized by Dr. Gary Shumway in his operation at Cal State, Fullerton. There, of course, may need to be adaptations to this project. (3) It is vital that any legal entanglements regarding libel and invasion of privacy be provided for previous to conducting interviews in the project. A copy of the current interview agreement and use agreements are provided in Appendix II. These agreements should be carefully examined by University Counsel and a legal opinion rendered regarding their applicability to the Utah Code.

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APPENDIX I

CURRENT BYU ORAL HISTORY PROJECTS

Utah History

(1) Aldon J. Anderson, August 15, 1967, Interviewed by Hollis Scott. Subject: Salt Lake and Utah Railroads. 19 pp.

(2) Hilda Erickson, January 13, 1966, interviewed by Hollis Scott. Subject: Recollections of Utah's oldest living pioneer. 46 pp.

(3) (a) Earl Stowell, Alma and Aseneath Walser, September 25, 1964, interviewed by Hollis Scott, 44 pp.

(b) Earl and Macy Stowell, Alma and Aseneath Walser, October 4, 1964, interviewed by Hollis Scott, 45-76 pp.

(c) Canute Breinholt, Charles and Annie Burrell, October 5, 1964, interviewed by Hollis Scott and Alma Walser, 77-90 pp.

(d) Canute Breinholt, Charles and Annie Burrell, Earl and Macy Stowell, interviewed by Earl Stowell, Phoenix, Arizona, 91-121 pp.

Subject: Mormon Colonists in Mexico, First and Second Expedition.

(4) Walter L. Webb, November 10, 1964, interviewed by Hollis Scott, 40 pp.

Subject: Utah Sugar Industry and First newspaper at Lehi, Utah.

(5) Amasa Clark, June 26, 1964, interviewed by Hollis Scott, 40 pp. Subject: BYA

(6) Dr. Ralph Chamberlin, Dr. Mark Cannon, Mrs. Ralph Chamberlin, Mrs. Mark Cannon and Mrs. Joseph Cannon, early part of 1963. Interviewed by Hollis Scott and Dr. Mark Cannon, 17 pp.

Subject: George Q. Cannon, Joseph Cannon, Theological and Evolution Controversy at BYU in 1911, James C. Bennet, 1st mayor of Nauvoo, Aztec language.

(7) Ed. W. Johnson, February 11, 1961, 22 pp.

Subject: Bingham Canyon and mines.

(8) Clifford A. and Frances Morley, January 14, 1961, interviewed by George Addy and Ralph W. Hansen, 18 pp.

(9) Fred Rosenstock, October 16, 1968, interviewed by Hollis Scott, 44 pp.

Subject: antiquarian book dealer, publisher and collector of Western Americana.

(10) Marion Lyman Naegle, 10 pp. (No other information given.)

(11) Pearl Bunnel Newell, January 1, 1970, interviewed by Carma deJong Anderson, wife of Professor Richard Lloyd Anderson and his secretary, Kristin Bowman, 8 pp.

Subject: Descendent of Sally Heller Conrad, only surviving person who lived in the Whitmer home during translation of the Book of Mormon.

Brigham Young University History

(1) Lowry Nelson, September 3, 1963, 12 pp.

Subject: Byu Extension Division development.

(2) Orville Cox Day, January 2, 1965, interviewed by Keith Ward, 24 pp.

Subject: Recollections about polygamy and the underground.

(3) Mrs. Albert (Sarah Fletcher) Jones, April 29, 1965, interviewed by Hollis Scott, 28 pp.

Subject: BYA

(4) George F. Shelley, May 28, 1965, interviewed by Hollis Scott, 21 pp.

Subject: BYA

(5) Mrs. Eva Maeser Crandall, June 26, 1964, interviewed by Hollis Scott, 104 pp.

Subject: Recollections of Karl G. Maeser, his family and BYA.

(6) Mrs. James Henry (Marie) Rollins, November 24, 1964, interviewed by Hollis Scott, 41 pp.

Subject: Recollections as a student at the Beaver Branch of BYA, 1898-1901.

(7) Royal B. Woolley, and Mrs. Woolley, July 9 and 23, 1964, interviewed by Hollis Scott, 53 pp.

Subject: BYA South American Expedition.

(8) Mrs. Margaret Peterson Yaw, January 19, 1965, interviewed by Hollis Scott, 75 pp.

Subject: BYA

(9) Dr. Francis W. Kirkham, November 4, 1966, interviewed by Hollis Scott, 31 pp.

Subject: BYA, BYA as both student and faculty, brother of Oscar A. Kirkham.

(10) Mrs. John A. (Leah) Dunford Widstoe, February 11, 1964, interviewed by Hollis Scott, 25 pp.

Subject: BYA both as student and faculty member; grandfather, Brigham Young; daughter of Dr. Alma B. and Susa Young Gates Dunford; married to Dr. John A. Widstoe, member of the Council of the Twelve.

(11) Myron Clark Newell, April 24, 1964, interviewed by N. I. Butt, 7 pp.

Subject: ZCMI Warehouse

(12) Hannah S. Jones, May 4, 1964, talk at her funeral by Harold R. Clark, 15 pp.

(13) Alex Hedquist, April 24, 1964, interviewed by N. I. Butt, 5 pp.

Subject: ZCMI Warehouse

(14) Mrs. John O. Izatt, April, 1968, written questionnaire, 9 pp.

Subject: Recollections as secretary to Present Ernest Wilkinson.

(15) David Johnson, March, 1969, written questionnaire, 6 pp.

Subjects: ZCMI Warehouse, Warren Dusenbery, BYA.

(16) Hollis Scott, November 12, 1968, interviewed by Reed Hansen, Program Director at BYU, FM Studio, 11 pp.

Subject: University Archives.

(17) Dr. Harvey Fletcher, Sr., September 19, 1968, interviewed by Hollis Scott, 88 pp.

(18) George Richard Hill, Jr., September 19, 1968, interviewed by Hollis Scott, 9 pp.

Subject: BYU.

APPENDIX II

PROCESSING AND AGREEMENT FORMS

PRE-INTERVIEW PREPARATIONS

Upon completing the background research, the interviewer should submit to the Charles Redd Center a list of prospective interviewees with names, addresses, and telephone numbers to eliminate duplications. After clearance the interviewer will make the telephone contact or request assistance from the Charles Redd Center for Western Studies.

During the initial contact, the prospective interviewee should be informed that the interviewer is interested in his or her recollections concerning some topic of historical importance. A complete description of the nature of the project generally should be reserved until later. If the interviewer is making the contact, he should ascertain the interviewee's wishes as to a time and place for the interview and be certain that the interviewee has the interviewer's phone number.

Equipment Check List (before leaving for interview)

1. Tape recorder (verify functions)
2. Adequate supply of tape
3. Outlet adapter
4. Extension cord
5. Take-up reel
6. Note pad
7. Brief outline of interviewee's background
8. Interviewee agreement form
9. Black pen

INTERVIEW SUGGESTIONS

Establish rapport with the interviewee and explain the program while setting up the tape recorder.

Upon beginning the interview, tape the following instruction:

This is an interview with _____ for the Charles Redd
(Interviewee)
Center for Western Studies and Utah State Historical Society Oral History Project by:

_____ at _____ on _____
(interviewer) (location) (date)

at _____ a.m or p.m.
(time)

After the interview, explain the interviewee's role in reviewing the transcript.

Have Interviewee Agreement signed, using <u>black ink</u> for this and all other notations.

Oral History Number _____

INTERVIEWEE AGREEMENT

You have been asked for information to be used in connection with an oral history project jointly sponsored by the Charles Redd Center for Western Studies at Brigham Young University and the Utah State Historical Society. The purpose of this project is to gather and preserve information for historical and scholarly use.

A tape recording of your interview will be made by the interviewer and a typescript of the tape will then be made and submitted to you for editing. The final retyped and edited transcript, together with the tape of the interview and the original verbatim typescript, will then be filed in the Special Collections Division in the Brigham Young University library. A copy of the tape and final typed transcript will also be placed in the Utah State Historical Society. Other interested institutions or persons may be provided with a copy of the final typed transcript. These materials will be made available for purposes of research by qualified scholars, for use in college courses, for scholarly publications, and other related purposes.

* * * * * * * *

I, _____ have read the above and,
(Interviewee, please print)
in view of the historical and scholarly value of this information, and in return for a final typed, bound copy of the edited transcript of my interview, I knowingly and voluntarily permit the Charles Redd Center for Western Studies at Brigham Young University the full use of this information. I hereby grant and assign all my rights of every kind whatever pertaining to this information, whether or not such rights are known, recognized, or contemplated, to the Charles Redd Center for Western Studies at Brigham Young University.

_____
Interviewee (signature)

_____
Date

INTERVIEWER AGREEMENT

I, _____, in view of the
(Interviewer, please print)
historical and scholarly value of the information contained in the interview with _____,
(Interviewee, please print)
knowingly and voluntarily permit the Charles Redd Center for Western Studies the full use of this information, and hereby grant and assign the Charles Redd Center for Western Studies all rights of every kind whatever pertaining to this information, whether or not such rights are now known, recognized or contemplated.

_____
Interviewer (signature)

_____
Interview Number

_____
Date

SUPPLEMENTAL INTERVIEWEE AGREEMENT

I, _____, hereby request that the Charles
(Interviewee, please print)
Redd Center for Western Studies place restrictions on the information which I have given in connection with the Oral History Project of the University, with respect to the:

_____ Tape of the interview

_____ Verbatim original typescript

_____ Final retyped and edited transcript

_____ Other

Explanation and nature of restriction:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
Interviewee (signature)

_____
Interview number

_____
Date

INTERVIEW SUMMARY

Topic _____

Key word descriptors (10 or less) _____

_____

Subjects discussed _____

_____

_____

Interviewer (Name and age) _____

Interviewee _____
(Name, age, and areas of expertise)

Description of interview, giving interview number (if more than one with the same interviewee), time, date, place, mailing address, any other person present, approximate length, any special explanations, any false endings, etc.

_____

_____

_____

Coding _____

Transcription (Transcriber's name, date) _____

Audit-Edit Check (Collator's name, date) _____

Interviewee editing: Date Sent _____ Date Returned _____

Final Editing (Editor's name, date) _____

Final Copy typed (Typist's name, date) _____

Proofreading (Proofreader's name, date) _____

Indexed (name, date) _____

Final corrections and index typing (name, date) _____

Copies made of tape and transcript and for whom: _____

_____

Other information pertinent to this interview (documents included, final copy cited in published works, etc.):

INTERVIEWER RECOMMENDATIONS

I would like to suggest the following restrictions concerning the interview with _____ done for the
(Interviewee's Name; please print)
Charles Redd Center for Western Studies:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
Interviewer (signature)

_____
Interviewer Number

_____
Date

RESEARCH AGREEMENT

This is to certify that approval of the use of the:

_____ Tape of the interview

_____ Original verbatim typescript

_____ Final retyped and edited transcript

_____ Other

of project number _____, between _____ (Interviewee, please print) and _____ (Interviewer, please print) on _____ (Dates) has been given by Brigham Young University, Provo, Utah to _____ (Researcher, please print) _____ for the following purposes:

_____ Informational facts

_____ Non-publication of brief quotations

_____ Use as necessary for non-publication

_____ Publication of brief quotations

_____ Use as necessary for publication

It is understood that all appropriate credit be given the interviewee, interviewer, and Brigham Young University.

I knowingly and voluntarily agree to comply to the above restrictions.

_____
Researcher (signature)

_____
Date

Interview Request

Mr.
Mrs.
Miss _____ should be interviewed.

Address _____

Phone _____

Reasons and comments: _____

_____

_____

_____

_____

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Requested by: _____

Date: _____ Project: _____